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Ryan C. Harris Learning Teaching Center

Spring 1-1-2009

LTC Newsletter

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Ryan C. Harris
LEARNING TEACHING CENTER

NEWSLETTER

SPRING 2009

Student Engagement Begins with the First Year

Kathleen Henderson (LTC, Office of First Year Student Engagement)

What did you pack in the family car when you first headed off for college? Did you enter a classroom where the professor presented key points via an overhead projector or did you receive your first assignment via the information superhighway?



Your answers to these questions say a lot about how you might have experienced college. Through initiatives such as the first-year readings/conversations, the early alert reporting process, and of course the “all new” New Student Orientation process, UD has taken great strides to read the signs of the times and transition to a *Millennial* institution.

The Office of First-Year Student Engagement (OFYSE) was launched in July 2006 as one part of then-Provost Fred Pestello’s strategy to raise the level of expectation and standards of performance for undergraduates at UD. The OFYSE was charged to provide university-wide strategic direction for the first year, coordination and leadership in transition processes, and to develop and implement a system to monitor first year student academic progress and retention trends at the institutional level.

Reading/Conversations on the First Year

“What did you pack in the family car when you first headed off for college?*” was just one of the many questions addressed in the reading/conversation groups focused on the first year. Over the course of three semesters, faculty, administrators and a graduate assistant grappled with trying to understand and prepare for the millennial students appearing in our classrooms, residence halls, and advising sessions. The writings of Rebekah Nathan (*My Freshman Year: What a Professor Learned by Becoming a Student*), Jean M. Twenge (*Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled – and More Miserable than Ever Before*), as well as Neil Howe and William Strauss (*Millennials Go to College*) helped set the context for these discussions.

(continued on next page)

* The prized possessions in the family car when I was dropped off on the steps of Marycrest were my brand new Underwood typewriter (way cool!), a portable black & white television set complete with dials to actually TURN the channels (all 7 of them!); an electric popcorn popper (because every “real” college student back then knew how to cook a full meal in one) but don’t tell the RA; my very expensive (\$79.99) Texas Instrument calculator; and the trifecta of all knowledge in 1977 – my American Heritage desk set – dictionary, thesaurus and ... that other book that best served as the door stop.

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Student Engagement

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The Early Alert Reporting Process

The OFYSE has been working to provide opportunities to connect earlier with students who might be drifting off their academic course. The *early alert reporting* process launched in September, 2008, was initiated to identify those first-year students who showed signs of academic or behavioral challenges which could prove counter to their academic success. Faculty who teach first-year students were encouraged to report students from their classes who exhibited a record of poor attendance and punctuality or a lack of preparation or participation in classroom activities and/or discussions. Reported students were referred to their academic deans as well as to any appropriate support units on campus (e.g. Student Learning Services, Office of Academic Support for Student Athletes, Student Development) for an intervention. This new early alert reporting process along with a well-established mid-term reporting process helps support first year student success.

The Office of Student Success

What next? As President Curran announced in his fall 2008 faculty address, the creation of an Office of Student Success is a critical move towards ensuring our students remain engaged. Housed within the division of Enrollment Management, the new office will not only look at efforts to increase retention but also offer intentional and collaborative efforts to enhance the University's climate and ensure an engaged student and family experience that supports the Marianist mission of UD. Students and families are invited to call the hotline **1-800-UDPride** about any concerns they may have. The OFYSE will become a part of this new team and continue to develop ways to ensure student engagement and success in the first year and beyond.

Ahh. . . the times they are a changin'! Happy New Year!

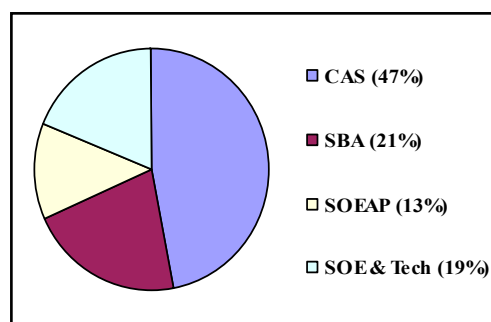
Would you like to learn more about first year students and Millennial students in particular? There will be a Faculty Exchange Series session offered by Dude Coudret on February 10, examining how student learning is viewed by Millennial students (see page 13).

A Visual Profile of the Class of 2012

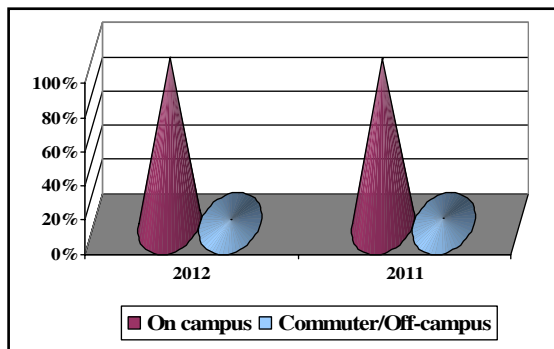
Student Diversity

Entered	2008	2007
African-American	87	74
American Indian/Alaskan native	5	5
Asian/Pacific Islander	25	22
Hispanic	32	35
International	20	11
Other	17	19
Unknown	2	5
White, non-Hispanic	1,807	1,602
TOTAL STUDENT COUNT	1,995	1,773

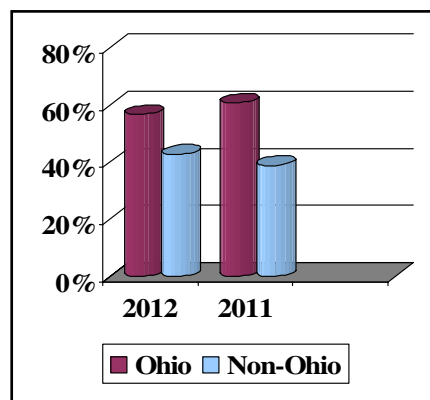
Distribution by Division



Where our first-year students live

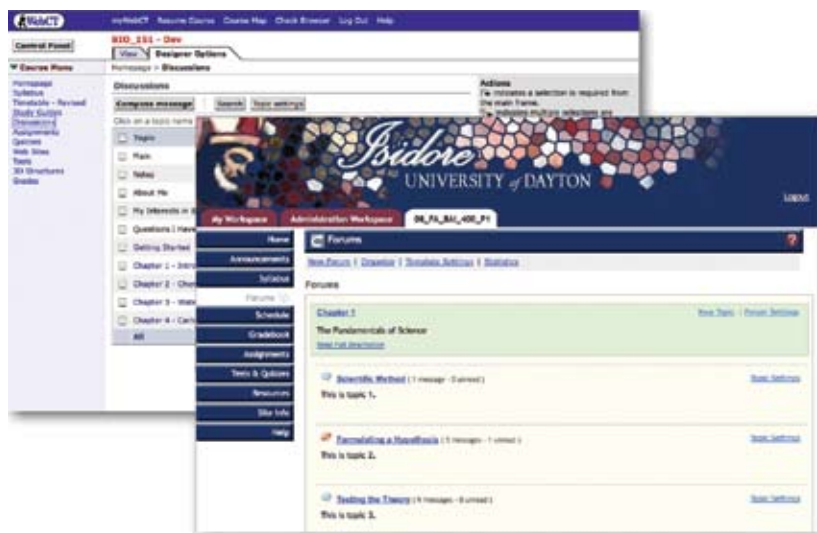


Where our first-year students hail



Transitioning from WebCT to Isidore

Ryan Allen (LTC, Curriculum Innovation and E-Learning)



As announced in the fall 2008 LTC Newsletter, UDayton will be replacing WebCT with Isidore as UD's centrally-supported learning management system. This briefing contains an overview of where we are in the transition plan, advice on learning more about Isidore, and how existing WebCT-housed courses will be moved to Isidore.

The Isidore migration process was kicked off during the fall 2008 semester with 18 'pioneer' instructors, teaching 22 courses, across numerous disciplines, all inside Isidore. Responses from these instructors and their students have been very positive. Specifically, users are pleased with a smaller learning curve, tool availability and options, as well as an improved user interface. Since Isidore is an open source product, the E-Learning Lab, with guidance from the pioneer instructors, was able to customize the appearance

and toolset to meet the needs of the UD community. Small hiccups were encountered and corrected, new features were requested and implemented, and UD is now one semester closer to having a learning management system that best suits the campus needs.

While the fall semester was limited to a small group of faculty, in the spring semester Isidore is open for general use. The current toolset consists of 14 core tools (e.g. Assignments, Grade Book) that both meet and exceed the functionality of WebCT. New tools to the campus such as the Wiki, News Feeds, and Announcement tools also increase the options and depth at which faculty can teach online. Faculty can select exactly as few or as many of these tools as they intend to use.

Faculty can also expect great new features including the ability to create their own sites within minutes, advanced online assignment grading, a much improved Gradebook, the ability to easily track discussion thread statistics and assign grades directly in discussion threads.

As the campus moves away from WebCT, training in Isidore will be a high priority. The E-Learning Lab will host a large number of training sessions throughout the year designed to get faculty up and running in the system. Tool-specific training sessions will also be offered on a weekly basis throughout the spring semester. In speaking with faculty members and studying survey data, the E-Learning Lab realized that it's not only important to offer all-encompassing training sessions but also specific one hour sessions where faculty can learn about the advanced functionality of individual tools in the system. The dates and times of these sessions can be found on pages 18-20 of this newsletter. Finally, in addition to numerous training sessions, the E-Learning Lab plans to host several user group meetings where all faculty are welcome to attend, share ideas, provide input for the future, and ask questions in order to build a strong community of practice at the university.

To minimize any disruption in course delivery, the WebCT-to-Isidore transition will occur gradually over the next calendar year with the anticipated retirement of WebCT coming at the end of the fall 2009 semester. Faculty are encouraged to migrate to Isidore at their discretion over the next twelve months. To help with the transition, the E-Learning Lab is offering evaluation sites for all interested faculty. To request an evaluation site, simply visit <http://Learn.udayton.edu/Isidore>. The Lab also plans to build a conversion tool to assist faculty migration of course content. More information about this tool will be available towards the end of the spring semester.

We are extremely sensitive to the possible disruption involved in migrating course content from WebCT to Isidore – and so we will work closely with faculty at every step. We look forward to working with everyone in making a successful transition that places us in a strong position for the future.

You can find information about Isidore including training and migration plans at <http://Learn.udayton.edu/Isidore>. Questions about this transition can be answered by the E-Learning Lab at 229.5039 or e-learning@notes.udayton.edu.



Announcing the LTC Innovation Grants for 2008-9

This past fall, faculty were invited to submit a proposal to the LTC Innovation Grants Committee for possible funding. The grants exist to support proposals that promise to design, implement, and evaluate new modes of teaching and learning that are more effective and productive, and to support individuals as they work on projects to enhance learning. To be eligible for a grant, one does not have to be working in or with the LTC, but it is hoped that the recipients take advantage of the resources of the LTC. The Committee will showcase the efforts of the grants awarded by creating forums in the LTC and other formats in order to help the campus community benefit from the findings of the grantees.

The UD Graduate School made available funding to support two grant proposals that addressed issues pertaining to graduate education. These additional funds are intended to promote innovation in graduate-level courses and program development. This year's committee members were: Corinne Daprano, Health & Sport Science; Chuck Edmonson, Engineering Technology; Andrea Koziol, Geology; Kyle Phelps, Visual Arts; William Lewis, Management and Marketing; Carolyn Roecker-Phelps, Psychology; David Wright (co-chair), Biology and Director of Curriculum Innovation and E-Learning; Deb Bickford (co-chair), Management and Marketing and Associate Provost for Academic Affairs and Learning Initiatives; and Student Representatives, Alexander Karas and Kaitlin Wasik.

Those proposals funded this year are:

Improving Graduate Education via Exploring Scholarly and Professional Competencies: (Re)Designing Higher Education Program Curricula at UD

Michele Welkener (Counselor Education and Human Services)

The plan of this grant is for the proposers to collaboratively develop a strategic, competency-based redesign of the higher education graduate program curricula – specifically, 1) the Ph.D. in Higher Education Administration, 2) the Master's in Higher Education Administration, and 3) the Master's in College Student Personnel. Foci of the project include an examination of the unique identity of the program(s), knowledge/skills/abilities (competencies) required of scholar-professionals in higher education, and appropriate assessment strategies.

Development of Math Biology Course Curriculum and Laboratory for the Undergraduate and Graduate Students

Amit Singh (Biology) and Muhammad Usman (Mathematics)

The National Science Foundation emphasizes training a new generation of science majors in the fields that integrate the mathematical and biological sciences under the umbrella of science, technology, engineering, and mathematics (STEM) program. We propose to develop an interdisciplinary math biology course curriculum and laboratory (MBCCL) at UD. The overall objective is to provide the students with a repertoire of mathematical tools to understand research in biological sciences. The synergy between mathematics and biology will strengthen the diversity, collaborative research and education potential of the participating departments.

Development of a New Interdisciplinary Course “Energy Resources”

Vladimir Benin (Chemistry) and Daniel Goldman (Geology)

Energy is emerging as one of the key defining challenges of the new century. The team, from Chemistry and Geology, will focus on the development of a new, interdisciplinary course titled “Energy Resources.” The course will provide a comprehensive treatment of both traditional (oil, natural gas, coal) and alternative energy resources (biofuels, photovoltaics, hydrogen, etc.). The proposed course aims to provide science and engineering students with structured knowledge on the issues of energy production, specifically related to aspects of their chemistry and geology.

Boot-tread Botany in the Age of Communication: Enhancing Student Engagement through Field-Based Student Inquiry and e-Learning

Ryan McEwan (Biology)

Sustainable management of natural resources is a critical need for our society. This project will support the development of a new plant-focused lecture course and associated field laboratory that will help prepare students for managing ecosystems and in particular plant communities. The funding will support the development of a new inquiry-based collaborative field laboratory. The project will also allow the acquisition of video cameras for students to create engaging learning activities that will test a new hypothesis of student learning in the sciences.

Building Connections: Restructuring Women's Studies 150

Rebecca Whisnant (Women's and Gender Studies), Sheila Hassell Hughes (English) and Rebecca Potter (English)

This grant will develop two separate sections of WST 150: Introduction to Women's Studies, a required gateway course for the major and minor in Women's and Gender Studies (WGS), to better address the different levels of preparedness exhibited by students taking the course. As a part of this restructuring, a seminar workshop (modeled after the Teaching Fellows program) will be implemented to bring together Women's and Gender Studies affiliated faculty. This workshop is aimed at recruiting and preparing new faculty to teach the core courses in the WGS program, to facilitate communication and access to resources through development of a database, and to strengthen the interdisciplinary connections between WGS courses.

Using LibGuides to Improve Undergraduate Business Students' Research

Joan Giglierano (University Libraries)

This proposal will fund a license to LibGuides software to develop customized online research guides for undergraduate students enrolled in BAI 151, Business Integration Experience - a required class for business students. The guides will present the fundamentals of business research using quality secondary sources. They will be available on the library's Web site and as learning objects that can be embedded in WebCT or Isidore. And, they will remain available for students' reference even after BAI 151 ends and will be easy to keep up-to-date using LibGuides.

Exploration of Curricular Development and Redesign of Intercultural Music Course Offerings

Linda Hartley (Music)

Supporting University, College and Departmental diversity initiatives, we are charged to create an environment where the campus community can achieve cross-cultural connections. This proposal seeks a curricular reform focusing on intercultural music as the core, which will enhance specifically the student learning outcomes as stated in Habits of Inquiry and Reflection. The number of students benefiting from participating in general education world music courses and/or interdisciplinary courses with world music components will be numerous, since availability will be open to all university students.

Reservations in the LTC

The LTC's innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Summer '09 requests begin February 15; Fall '09 requests begin April 1.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.



Spring Part-Time Faculty Workshop

This spring's Part-Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, March 14, 2009. It begins at 8:30 a.m. with a breakfast brunch in the Barrett Dining Room of Kennedy Union with the morning sessions beginning at 9:45 a.m. in the Ryan C. Harris Learning Teaching Center. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January.

For more information, please contact Lora Butcher, Faculty Development Coordinator, at Lora.Butcher@notes.udayton.edu or 229.3309.

SAVE THE DATE

Saturday, March 14
8:30 AM - 12:00 PM

Introducing the Office of Writing, Research and New Media

The LTC is excited to announce the establishment of a new office – Writing, Research, and New Media. It joins the LTC's Offices of Student Learning Services, Faculty and Leadership Development, and Curriculum Innovation and E-Learning, and will be directed by Dr. Stephen Wilhoit.

The Office of Writing, Research, and New Media will provide faculty, students, and staff support and instruction in all three of these areas. In addition to offering a range of workshops each semester, the new office will oversee the Write Place, the Writing Across the Curriculum Faculty Seminar, the New Media and the Scholarship of Teaching Seminar (piloted fall, 2008), and the Research Fellows program (piloted spring, 2009).



New Media and the Scholarship of Teaching Seminar

Stephen Wilhoit (LTC, Writing, Research and New Media)

During the fall 2008 semester, 11 faculty members from across the curriculum participated in a pilot of a new LTC faculty development seminar: New Media and the Scholarship of Teaching. These faculty members, divided into two smaller working groups, each developed a specific classroom or program application of a teaching technology that interested them, aided by their peers and staff from the Learning Teaching Center.

Faculty participants included Shauna Adams (Teacher Education), Judith Huacuja (Visual Arts), Amy Krug (English), Laura McManamon (MIS, OM and Decision Sciences), Willie Morris (Music), Mark Porcaro (Music), Maria Sánchez (Languages), Scott Segalewitz (Engineering Technology), Peter Titlebaum (Heath and Sports Science), Kim Trick (Chemistry), and Shuang-Ye Wu (Geology).

Several members of UDiT worked closely with these faculty to help them complete their projects, including Ryan Allen, Leah Bergman, John LeComte, and Mike McClure. Damon Sink of the Music Department also volunteered his time and expertise.

In the seminar, faculty worked on a wide range of projects, including the development of online courses, online support for existing courses, multi-media introductions to department programs, and publicity for upcoming department initiatives. Many explored ways to incorporate video and audio presentations into courses and course support material.

The LTC will be sharing news regarding the faculty projects – and their observations and reactions will help guide the LTC and UDiT in providing the necessary services to support additional faculty and students in using new digital media in learning and teaching. This seminar will be repeated next fall term – so watch for additional announcements.



Expand Your Students' Worldview Using International Peers in Your Classroom

Susan Sandro (Intensive English Program) and Karin Avila-John (Intensive English Program)

Each semester, Professor Shuang-Ye Wu's Principles of Geography course becomes a forum for intercultural discussion as Wu and her class invite students from UD's Intensive English Program (IEP) to bring their unique perspectives to the topic of globalization.

According to Wu, the dialogue allows students to explore the ups and downs of today's widespread globalization. She says her students "tend to view globalization as providing golden opportunities for development and tend to be less aware of its negative impacts." Wu believes this interaction with international students from both developed and developing countries helps her American students better understand all the impacts of globalization, especially those directly affecting local cultures outside of the United States.



Shuang-Ye Wu

During the most recent class visit, IEP students were grouped based on their home countries and organized by regions of the world. American students then selected which discussion group to join. Discussion between the non-native English speakers and their American counterparts was informal but lively, with questions ranging from how cultures are changing in the era of technology, to how different countries view the United States. According to Professor Wu, American students came away with a better appreciation for the effects of globalization in other countries at the local level and why other countries may be ambivalent about such growth.

This model of dialogue and cultural exploration can easily be applied to other courses that may benefit from an international perspective. In addition, for students of the Intensive English Program, this type of interaction allows them to better understand the workings of an American classroom, preparing them for the next step in their education, says Susan Sandro, IEP instructor.

Professors interested in collaborating with the Intensive English Program should contact Susan Sandro at 229-3728 or Susan.Sandro@notes.udayton.edu. In addition, Susan Sandro and Karin Avila-John will be offering a Faculty Exchange Series session on January 26 (see page 11).

Join a Community of Faculty Committed to Improve Teaching and Learning

Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a "Community of Practice" and are exempt from standard student course evaluation procedures.

A call for applications to teach in the Studio summer and fall terms, 2009, will be distributed early in the spring semester. If you have any questions, contact the LTC (LTC@notes.udayton.edu or 229.4898) or Molly Schaller (Molly.Schaller@notes.udayton.edu or 229.3677).



More information on the Studio, application, and the "Community of Practice" can be found at <http://LTC.udayton.edu/faculty/studio.htm>

Annual Bro. Joseph W. Stander Symposium

Celebrating Academic Excellence

Wednesday, April 15 & Thursday, April 16, 2009

Now in its 20th year the University of Dayton's annual Bro. Joseph W. Stander Symposium is an annual showcase of individual and collaborative undergraduate and graduate research, creative endeavors and innovative thinking. The career of Bro. Joe embodied the spirit of collaboration and the Stander Symposium stands as a continuing tribute to him and all who carry on the Marianist tradition of education through community.

This University-wide celebration is the culmination of a year's worth of academic work by students, faculty, and staff. Presentations and activities will be included from the College of Arts and Sciences, School of Business Administration, School of Education & Allied Professions, School of Engineering, and Graduate School.

Web registration for the Stander Symposium is now open! Faculty members and students are able to register presentations such as visual arts displays, performances, oral presentations, panel discussion, etc. (Posters are registered by students only.) Log on to the Stander website at <http://stander.udayton.edu> for registration details. The deadline for presentation submissions is March 6, 2009.



Any student or group of students interested in creating a poster to present at one of the three poster sessions should log on and register their poster at <http://stander.udayton.edu>. The deadline for student submissions is March 9, 2009.

**To learn more about the Stander Symposium and the schedule of events,
visit our website: <http://stander.udayton.edu>
Still have questions? Contact stander@notes.udayton.edu.**

2009 Stander Fast Facts

Web Registration – Now Open!

Deadlines: March 5 (Presentations) + March 9 (Posters)

Wednesday, April 15, 2009

Red Mass | Marianist Hall Chapel, 4:00 PM

Celebration of the Arts – Opening Performance | Schuster Center, Reception 6:30 PM, Performance 8:00 PM

Stander Cup | RecPlex, 9:30 PM

Thursday, April 16, 2009

Keynote Address by MAJORA CARTER | RecPlex, 9:00 AM

Morning and Afternoon at the Stander | Various Campus Locations, 10:30 AM – 5:00 PM

2009 Issue Forum: Campus Energy Use | Roesch Library, Session times: 10:30 AM, 1:00 PM, 3:00 PM

Celebration of the Arts – Closing Exhibition + Reception | Rike Center, 5:00 PM – 7:00 PM

**Thursday, April 16, 2009, is an alternate day of learning; standard classroom-style classes will not be held.*

2009 Evening at the Stander: A Celebration of the Arts

Celebration of the Arts is part of the Stander Symposium, an annual campus-wide celebration of academic excellence at the University of Dayton. Evening at the Stander: A Celebration of the Arts showcases the excellence of UD students in visual arts, music, dance and theatre.

The Celebration of the Arts: Opening Performance will take place on Wednesday, April 15, at 8:00 p.m. at the Schuster Center in downtown Dayton. A reception will be held in the Wintergarden at the Schuster Center prior to the performance beginning at 6:30 p.m. Dr. Neal Gittleman, music director of the Dayton Philharmonic Orchestra will serve as master of ceremonies. The event is free and open to the community; however, **tickets are required** and can be obtained through the Kennedy Union Box Office. Free roundtrip transportation will be provided by the Greater Dayton RTA from campus to the Schuster Center.



Photo by Lauren Tomasella

The Celebration of the Arts: Closing Exhibition features a reception and an evening of open studios and the Department of Visual Arts annual Horvath Exhibition highlighting student artwork on Thursday, April 16, at 5:00 p.m. at the University of Dayton Rike Center, closing the 2009 Stander Symposium. The event is free and open to the community.

For more information on the Evening at the Stander events, visit the Stander website: <http://stander.udayton.edu>.

2009 Keynote Speaker: Majora Carter

Majora Carter, a woman who has fueled urban renewal in New York City's South Bronx and promotes sustainable development and a "green-collar" work force, will share her story and her message as the keynote speaker for the 2009 Stander Symposium.

Majora Carter, founder of the nonprofit organization Sustainable South Bronx and a consulting firm supporting green economics and environmental justice, appeared on the green scene in 2000, when she battled New York City administration in the media and in the public consciousness to keep the city from locating a large municipal waste-handling operation in her neighborhood. She succeeded in 2001. Soon after that, she founded Sustainable South Bronx and promptly landed a \$1.25 million federal transportation planning grant for the South Bronx Greenway. Along with recreational space and 11 miles of alternative transportation, the project provided local economic development, low-impact storm water management and the first new South Bronx waterfront park in more than 60 years.



Then, she began working to attract environmentally conscious investment, emphasizing urban forestation, green roofing and walls, and water-permeable open spaces. "No community," she said in a CNN interview, "should be saddled with more environmental burdens and less environmental benefits than any other."

In 2003, she launched the Bronx Environmental Stewardship Training program, a 10-week "green-collar" job-training course and job placement program serving the underemployed and undereducated. After five years, the program has an employment rate of 85 percent, and 10 percent of its graduates have gone on to college. Carter's consulting firm, the Majora Carter Group, extends her green economic development work to cities, foundations, universities, businesses, and communities around the world.

Carter has received awards from the National Audubon Society, the Environmental Protection Agency, the Natural Resources Defense Council and the American Institute of Architects. She has received the MacArthur Fellowship of the John D. And Catherine T. MacArthur Foundation, and in 2007, Essence magazine named her one of the 25 Most Influential African-Americans. She's also recorded a public radio series called "The Promised Land."

Carter's address takes place on campus at the RecPlex at 9 a.m. Thursday, April 16. The event is free and open to the community; however, tickets are required and can be obtained through the Kennedy Union Box Office. Further details are provided at the Stander website: <http://stander.udayton.edu>.

CARMA Research Methods Webinars for Spring 2009

The Center for the Advancement of Research Methods and Analysis (CARMA) is a non-profit unit of the School of Business at Virginia Commonwealth University. CARMA conducts Webinars on a variety of research methods topics and hosts a video archive of prior events. We would like to extend an invitation to all interested faculty, staff, and students to participate in these events.

For details about session content, please contact Christian Kiewitz (Management & Marketing Department, Faculty Development Committee, and CARMA Series Facilitator) at 229.2046 or kiewitz@udayton.edu. To register for these events or to gain access to the online archived recordings of prior Webinars, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu

Each Webinar consists of an approximately 60 minute presentation followed by a 30 minute Q&A session. Each session is presented by an accomplished expert in the area. Topics cover a range of basic and cutting edge research methods issues and areas. The sessions are suitable as an introduction to a topic, a refresher, continuing education, or for an area expert session as part of a graduate class in research methods.

CARMA Research Methods Webinars at UD are co-sponsored by the Department of Management and Marketing (School of Business Administration) and the Ryan C. Harris Learning Teaching Center.

TITLE & PRESENTER	DATE	TIME	LOCATION
The Grounded Theory Approach to Qualitative Data Analysis Dr. Karen Locke, College of William and Mary	Friday, January 30	12:00-1:30 PM*	LTC TeamSpace
Using Spatial Analysis in Strategy Research Dr. Jonathan Doh, Villanova University	Friday, February 27	12:00-1:30 PM*	LTC TeamSpace
Dynamic Approaches to Analyzing Group Processes Dr. Laurie Weingart, Carnegie Mellon University Exploring Interdependencies Among Strategic Choices Using Multivariate Probit Analysis Dr. Jeffrey Reuer, University of North Carolina Estimating Confidence Intervals for Correlations Corrected for Unreliability and Range Restriction Dr. Michael Burke, Tulane University	Friday, April 17	12:00-1:30 PM* 1:30-3:00 PM 3:00-4:30 PM	LTC TeamSpace

** Pizza and beverages will be available at noon time sessions.*



FES

Faculty Exchange Series



The Faculty Exchange Series (FES), introduced in the fall of 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues... anything that would foster faculty growth, professional development, and enhance the quality of work life.

Except as noted, the sessions offered will take place in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students. To attend one or more of these sessions, please contact Lora Butcher, Faculty Development Coordinator, at 229.3309 or Lora.Butcher@notes.udayton.edu.

FE1 The Economic Crisis: Social Justice and Marianist Family In Light of Current Economic Problems

Hosted by: Victor Forlani, S.M. (Management & Marketing)

We in the United States have been living beyond our means, as shown by our growing deficit and the recent turmoil in the financial markets. We are consuming more than we are producing and then charging it. This has led to over-extension of personal credit and the rise of predatory lending which impacts the working poor in particular. Diminution of health care coverage compounds and hurts the poor more than others. What about remedies? No single, simple silver bullet will solve this. Our current plight requires a multi-faceted approach wherein all stakeholders must collaborate, contribute, and live within their means. This FES session will explore the importance of Catholic social teachings and the role that UD can play in educating a new generation of community leaders that can build an economy based on the common good.

Thursday, January 15

12:00-1:15 PM

Location TBA, LUNCH

FE2 Expand Your Students' Worldview Using International Peers in Your Classroom

Hosted by: Susan Sandro (Intensive English Program) and Karin Avila-John (Intensive English Program)

We all recognize that many of our students have trouble imagining life outside of suburban America and acting outside their own culturally-bound self interest. However, it's not always easy for an instructor to address this limited worldview in the classroom. This session will describe how to create a comfortable classroom experience that will allow your students to meet, question and respond to students of different cultures about whatever topic or topics you choose. This model has been successfully used on the UD campus, and those involved will be available to answer questions and help you develop your own classroom experience.

Monday, January 26

12:00-1:15 PM

LTC Forum, LUNCH



(continued on next page)

FE3 Using Online Review Materials to Refresh Student Learning

Hosted by: Denise Taylor (Civil and Environmental Engineering) and Ryan Allen (LTC, Curriculum Innovation and E-Learning)

Students often struggle with basic course material when a prerequisite course had been taken more than a year before. To help address this concern, an interactive tutorial was prepared to provide a structured and focused approach for students to re-familiarize themselves with prerequisite chemistry skills used in an upper level engineering course. This session will provide an overview of the tutorial, a summary of student feedback, and plans for improvements. The approach we have taken would work well in other disciplines and courses.

Wednesday, January 28

12:00-1:15 PM

LTC Forum, LUNCH

FE4 The Changing Face of Scholarship and the Role of the Library in a Digital World

Hosted by: Jeffrey Trzeciak (University Librarian, McMaster University, Canada)

An important part of scholarship is the dissemination of findings to a community of colleagues within a discipline. Increasingly our traditional view of how we share scholarly work has been challenged by the growth of digital media and various Internet technologies. Today we see scholarship and dissemination more intimately connected within a virtual network of scholars spanning the globe. The discovery and publication processes are now closely tied to this network with new forms of expression beyond our familiar journals and books. These changes will impact how faculty interact with each other between institutions, and how they are judged by their peers for promotion and tenure decisions. This also raises the question of how should we teach students to conduct scholarly work in this digital and connected world. The library is obviously impacted by the move away from traditional print media, with an increasing emphasis on digital media formats and electronic databases. However, the library is also a key facilitator in helping to prepare faculty and future student-scholars for developing skills in collaborating and publishing within these new virtual scholarly networks.



Thursday, January 29

12:00-1:15 PM

LTC Forum, LUNCH

FE5 Building an Academic Culture Based on Honesty: The New Student Honor Pledge

Hosted by: Heidi McGrew (Geology), Ricki Huff (College of Arts and Sciences), Andrew Fist, and John Shishoff (School of Business Administration)

This session will explore the issue of academic honesty at UD and the opportunities presented by the recent adoption of the new student Honor Pledge. Last Spring, the Academic Senate approved the new pledge as part of the pre-existing student Honor Code. This fall, incoming first-year students recited it at convocation; yet many upper-level UD students are unaware of it. Faculty may be unsure about their role in supporting and enforcing the honor pledge. What does this new honor pledge mean for UD and how might UD faculty and staff, support this student-led initiative?

Tuesday, February 3

12:00-1:15 PM

LTC Forum, LUNCH

FE6 Designing Accessible Exams: What Are We REALLY Testing?

Hosted by: Elizabeth Harrison (LTC, Student Learning Services)

Have you ever thought about the accessibility of the exams you give in your classes, that is, about whether they give unfair advantage to certain kinds of learners and disadvantage others? Join us for a conversation about designing exams that provide an equitable opportunity for the learners in your class to demonstrate what they have learned. We will talk about concepts, share ideas, and brainstorm solutions to questions.

Friday, February 6

12:00-1:15 PM

LTC Studio, LUNCH

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Fall 2009 is **Friday, March 27**. If you have any questions, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309. More information on the FES and the request for proposals can be found at: http://LTC.udayton.edu/faculty/facdev/programs/exchange_series.htm

FE7 The Millennials Have Arrived: Implications for Student Learning*Hosted by: Dude Coudret (LTC, Student Learning Services)*

Millennial students currently make up the majority of our student body. This session will review what we have learned about this generation and explore possible implications for student learning. Participants will have the opportunity to recognize and discuss their reactions to changing student expectations while exploring their own teaching practices.

Tuesday, February 10**12:00-1:15 PM****LTC Forum, LUNCH****FE8 Understanding the Grants Available through the Faculty Fund for Vocational Exploration***Hosted by: Maura Donahue (Program for Christian Leadership)*

In 2000, the University received a \$2,000,000 grant from the Lilly Endowment, Inc., to create programs that foster theological exploration of vocation for students, faculty and staff. This grant established the office of the Program for Christian Leadership (PCL). This session will focus on the specific area of the PCL known as the Faculty Fund for Vocational Exploration (FFVE). This initiative helps faculty to deepen their sense of call or vocation, and to help faculty grow in their ability to assist students and other colleagues in the exploration of vocation. In addition, the FFVE can help faculty members articulate the mission of the University and work toward its realization with greater satisfaction. In this session we will facilitate short presentations by faculty members who have received grants from the Faculty Fund for Vocation Exploration. These presentations will include discussion of their research and findings, and they will be on hand to share their experiences and answer questions. Target audience is those faculty members who may be interested in applying for a grant from the FFVE during the 2009 cycle.

Thursday, February 12**12:00-1:15 PM****LTC Forum, LUNCH****FE9 The Role and Support of Part-time Faculty at the University of Dayton***Hosted by: Heidi McGrew (Geology and Part-time Faculty Senate Representative)*

Part-time faculty represent approximately 40% of the faculty at the University of Dayton and teach approximately 20-25% of courses offered each semester. According to a 2003 survey, the average part-time faculty member has taught at the University of Dayton for 8.5 years. Despite this, part-time faculty remain somewhat “invisible” to many people on campus. This session will explore the contribution that part-time faculty make to the University of Dayton and discuss issues that are unique to this large segment of the university community.

Thursday, February 19**12:00-1:15 PM****LTC Forum, LUNCH****FE10 Writing Effective Letters of Recommendation***Hosted by: John McCombe (English)*

This session will address some of the ethical considerations that faculty face in composing recommendation letters. In addition, we will discuss some strategies for writing recommendation letters for a variety of audiences, including graduate school admission committees and national scholarship selection committees.

Wednesday, February 25**12:00-1:15 PM****LTC Forum, LUNCH****FE11 Community Partnerships for Service Learning***Hosted by: Kelly Bohrer (Campus Ministry) and Joanne Troha (Fitz Center for Leadership in Communities)*

Looking for a place for your students to serve for your service learning course and/or looking to enhance your current partnership with a community agency? Come find out how to develop a successful partnership with a community agency by asking those who know best – volunteer coordinators from area agencies. This session will provide you a chance to interact with several area community agencies to ask questions, get advice, learn about possible new partnerships, and find out more about building successful service learning courses and partnerships for these courses. If you are already teaching a service learning course, we invite you to invite your community partner to join you in attending this session!

Monday, March 9**12:00-1:15 PM****LTC Forum, LUNCH***(continued on next page)*

FE12 Coming-Out Pedagogy: Risking Identity in the Classroom

Hosted by: LGBTQIA Steering Committee

The notion of an inclusive classroom is not a new idea. The University of Dayton is striving to achieve the diversity implicit in its Marianist ideals. This includes consideration of subject matter and social realities that are somewhat new to traditional academia. In this session, Professor Debra Modellmog, Professor of English and Chair of the Sexuality Studies Program at the Ohio State University, offers some new perspectives on the role of social identity (e.g., disability, gender, race, sexuality, etc.) in the classroom. Such perspectives include a reconsideration of both the role of the teacher and the student in this environment. She says, “the most significant result of teaching about and through the slipperiness of identity is that our students begin to see that we relate to the subject matter we teach not simply on an intellectual but also on a personal plane; or, more accurately, they begin to see that the lines between these areas—subject matter and self, intellectual and personal—are not easily drawn.

Tuesday, March 24

12:00-1:15 PM

KU Ballroom, LUNCH

FE13 Development of a Problem-Based Cooperative Learning Course for Undergraduate Students

Hosted by: Deogratias Eustace (Civil and Environmental Engineering)

Using the example of a transportation engineering course, a project will be described in which traditional lecture-based classes were modified to incorporate problem-based learning and cooperative learning approaches. Students learned how to collect, measure, interpret and analyze data through a combination of field work, research, and classroom exercises. Assignments were done in small groups where students also worked on design projects. In examining the outcomes of this course redesign, we find that students prefer the new teaching format over the traditional approach. Students favored the integration of problem-based cooperative learning mainly because they believed that collecting and using their own data in solving example problems in class and using them as a source for homework assignments improved their learning process. The revised course also improved student-student and student-instructor interaction.

Wednesday, March 25

12:00-1:15 PM

LTC Forum, LUNCH

FE14 Wikipedia: The Elephant in the Research Room

Hosted by: Heidi Gauder (Roesch Library)

Many students know that Wikipedia has a questionable reputation, but when Wikipedia entries top Google search results lists, the temptation to cite that particular source becomes compelling. Are there ways to embrace the elephant? This discussion will examine the limitations and advantages of Wikipedia, as well as its possible use as a curricular tool.

Tuesday, March 31

12:00-1:15 PM

LTC Forum, LUNCH

FE15 Strengthening Learning and Skill Development through Video-Based Student Presentations

Hosted by: Virginia Keen (Mathematics) and Hector Escobar (Roesch Library)

To more actively engage students with the content of a MTH204 course (Mathematical Concepts I), students were assigned the task of preparing video-based presentations that illustrate concepts covered in the curriculum. The videos were shared back to all students using WebCT. By creating and critiquing each other's video presentations, students have the opportunity to strengthen their understanding of the content while learning presentation skills. With the increased availability of digital video recording equipment on campus, more faculty will be able to take advantage of this type of assignment. During this session we will consider alternatives available for dealing with task creation, equipment access, video production, logistics, quality control, and other topics that other faculty should find useful.

Wednesday, April 1

12:00-1:15 PM

LTC Forum, LUNCH

The Faculty Development Committee consists of Janet Bednarek (History), Rex Berney (Physics), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Support), Janet Herrelko (Teacher Education), Sawyer Hunley (Counselor Education & Human Services/LTC Fellow), Christian Kiewitz (Management and Marketing), Drew Murray (Mechanical & Aerospace Engineering/Honors & Scholars), Jason Pierce (Political Science), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (English/LTC), David Wright (UDIT/LTC/Biology), and Lora Butcher (LTC).

On Universal Design for Learning

Beth Harrison (LTC, Student Learning Services)

What is Universal Design? It is a way of including everyone. It is giving attention to the accessibility of EVERYTHING that we design for people. It is a way of demonstrating through everything we produce that we value inclusion. It is a paradigm which says that no design is a good design unless it is accessible to all.

In formal terms, Universal Design is the design of products and environments to be usable by all learners to the greatest extent possible, without the need for adaptation or specialized design, while maintaining rigor and academic and disciplinary standards. Its goal is to increase access to learning for people with divergent needs and preferences.¹

What does Universal Design have to do with teaching and learning? Everything! When we design a course or a syllabus or a test or an activity or a classroom (or simply use the classroom the way it is set up when we walk in), we are making choices that affect the ability of our students to access and demonstrate the learning we expect of them. If our goal really is to increase our students' access to learning, then it behooves us to think about how we are making the learning in our courses accessible to our students.



One simple set of guidelines for taking a Universal Design approach to our learning environments asks us to provide flexibility and multiplicity in (1) the presentation of information and the ways we ask students to acquire it; (2) the modes of engagement – physical, mental, emotional – that we ask students to use; (3) the products and activities we ask of students; and (4) the types of assessment we use to evaluate student learning.²

Would you like to explore with someone what this means for you and your teaching? Come to the Faculty Exchange Series session on February 6 to talk about testing in the context of Universal Design (see description on page 12 of this newsletter), or contact Beth Harrison, Director of the LTC's Office of Student Learning Services (call 229.3383) to learn more.

¹ Adapted from the work of the Trace Research & Development Center, University of Wisconsin-Madison (<http://www.trace.wisc.edu/>).

² Adapted from the work of the Ivy Access Initiative, headquartered at Brown University (http://www.brown.edu/Administration/Sheridan_Center/docs/uid.pdf).

Midterm Instructional Diagnosis: Improving your Courses with Student Feedback

Deadline: Friday, January 23

Need some insight into your students and how you can help them learn? Try the Midterm Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their learning. The process is voluntary and confidential.

The deadline to submit an application is Friday, January 23. If you have any questions, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309.

More information on the MID and application can be found at:
<http://LTC.udayton.edu/faculty/facdev/programs/mid.htm>

IT Training

Preparing Your Students for IT Success

Employers are increasingly looking for defined levels of information technology skills in their employees. To help document a person's level of IT proficiency we offer several globally-recognized certifications. They are an ideal way for students to demonstrate that they are skilled in information technologies. Remember that anyone can take the certifications – so we hope faculty and staff consider taking the certification exams themselves. We offer two choices of certifications:



IC³ – The Internet and Computing Core Certification

IC³ is a three-test series recognized as the global standard for demonstrating digital literacy skills. All three IC³ exams are required for certification:

- Computing Fundamentals: hardware, software, and operating system
- Key Applications: word processing, spreadsheet, and presentation software functions
- Living Online: network and internet basics, email, and impact of computing on society



MCAS – Microsoft Certified Application Specialist

The MCAS certification demonstrates proficiency in the Microsoft Office suite of desktop applications and Windows operating system. MCAS exams are available à la carte:

- Microsoft Access
- Microsoft Word
- Microsoft Excel
- Microsoft Vista
- Microsoft PowerPoint

Since certification tests are proctored, you'll need to register in advance. Visit <http://Training.udayton.edu> for a list of upcoming sessions and more details.

One Hour Computer Training in the LTC

During the fall 2008 semester, the IT Training Lab began offering one hour, topic-specific, instructor-led computer training classes that were open to all UD faculty, staff and students. Each class session focused on a single software-related topic ranging from creating a table of contents in Word 2007 to adding narrations to PowerPoint 2007 slideshows. In one hour, participants learned a specific concept with plenty of hands-on practice time.

Because of the high popularity of this format, the IT Training Department will conduct 24 new, hands-on instructor-led courses throughout the spring semester. Topics include using the Word 2007 mail merge utility, creating basic Excel 2007 formulas, using scanners, working with digital cameras, and much more.

So, do you have an hour to spare for increasing your technology skills? If so, please go to the IT Training Spring Events Calendar and get registered today:

http://training.udayton.edu/events/spring_sessions.html



When registering for a class, please keep in mind that your class session will not be cancelled (unless unforeseen circumstances, like weather, cause a reschedule). The IT Training instructors will conduct all scheduled classes - even for a single attendee! If you are unable to attend a class session, please be sure to un-enroll yourself from the registration database or contact the IT Training Department at (937) 229-2137 or training@notes.udayton.edu. By doing this, you will free up a seat for a fellow colleague.

We look forward to serving you during the spring semester and thank you for your past class participation!

Student Computer Initiative 2.0

David J. Wright (LTC, Curriculum Innovation and E-Learning)

Fall 2009 will bring significant changes to the UD undergraduate computer initiative. This will be the tenth year in the history of the requirement that undergraduate students entering UD bring a computer as an expectation of our academic programs. Prior to 2009 most students purchased a UD custom-configured computer from Tangent Computing, which was then picked-up during orientation week and, when necessary, received on-campus hardware support under warranty by Tangent employees.

As students and parents increasingly scrutinize the cost of attending college, and as laptops become a ubiquitous technology, the UD-provided model needed to change. Consequently, UD will be making significant changes to our computer initiative. Beginning in fall 2009, undergraduate students entering UD will still be required to bring a laptop computer, but the purchase will no longer go through UD. Using information provided by UD prior to arriving on campus, students will be guided to: 1) purchase a computer on their own; or 2) purchase a computer directly from manufacturers partnered with UD and shipped directly to the student. The manufacturers that will partner with UD will be HP (for PC-based computers) and Apple.

It will be the responsibility of students to bring to UD a machine that meets minimum specifications set forth by UD. For most students this computer will be a powerful PC-based laptop running Windows Vista. Visual arts or music majors will be encouraged to purchase Apple Mac notebooks. The actual technical specifications will be shared with students during spring and summer of 2009, during Virtual Orientation. UDit is in the process of designing and building the necessary infrastructure to support this new Student Computer Initiative.

Technical support for the students entering in fall 2009 will obviously differ from the original program. Although UDit will continue to provide software support for UD-provided software applications (such as Microsoft Office), the availability of on-campus hardware support will be limited to students purchasing from UD-partnered manufacturers and would most likely be available for a fee to other students. Details of the hardware support are still being worked out. Students that entered UD prior to fall 2009 will continue to have full software and warranty-based hardware support from UD and Tangent.

Faculty can expect to see in the classroom a wider variety of laptops made by a diverse group of manufacturers. This should not pose a problem, since the same software applications (Microsoft Word, Excel, PowerPoint etc.), will be available to the students. Faculty may need to specifically define additional expectations (in a syllabus), such as the use of Web browser plug-ins or other special tools that may be used during a course.

We anticipate that many students will bring Apple Mac computers – but it will be the student responsibility to ensure these computers will be able to run PC applications in order to meet the needs of specific academic courses and programs. Newer Intel-based Apple laptops are able to run both the Apple and Microsoft Windows operating systems.

We believe that despite the greater heterogeneity of computers on campus, students entering UD in fall 2009 will be successful in their academic programs. Faculty and administrators that have examined the redesigned computer initiative believe the changes will be successful in meeting academic needs while helping parents and students realize potential cost savings.



Photo by Andy Snow

E-Learning Seminars

E-Learning Seminars allow faculty to develop skills in creating and delivering technology-enhancements and online learning experiences for their students. In many cases the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

January			
E1 - Mastering Isidore: A Hands-on Workshop	Thursday - 1/8	12:00-2:00 PM	LTC TeamSpace
E2 - Up and Running With WebCT	Friday - 1/9	1:00-3:00 PM	LTC TeamSpace
E3 - Mastering Isidore: A Hands-on Workshop	Thursday - 1/15	9:00-11:00 AM	LTC Forum
E4 - Up and Running With WebCT	Friday - 1/16	2:00-4:00 PM	LTC Forum
E5 - Preventing Plagiarism with TurnItIn.com	Tuesday - 1/20	12:00-1:00 PM	LTC Studio
E6 - Podcasting with iTunes U	Wednesday - 1/28	12:00-1:00 PM	LTC Studio
E7 - Boosting Student Engagement with Clickers	Friday - 1/30	12:00-1:00 PM	LTC Studio

February			
E8 - Mastering Isidore: A Hands-on Workshop	Wednesday - 2/4	12:30 -2:30 PM	LTC TeamSpace
E9 - Boosting Student Engagement with Clickers	Monday - 2/9	12:00-1:00 PM	LTC TeamSpace
E10 - Mastering Isidore: A Hands-on Workshop	Friday - 2/13	9:00-11:00 AM	LTC TeamSpace
E11 - Podcasting with iTunes U	Tuesday - 2/24	12:00-1:00 PM	LTC Studio
E12 - Getting Up to Speed with Isidore	Thursday - 2/26	12:00-1:00 PM	LTC TeamSpace

March			
E13 - Mastering Isidore: A Hands-on Workshop	Thursday - 3/5	12:00-2:00 PM	LTC Studio
E14 - Preventing Plagiarism with TurnItIn.com	Friday - 3/13	12:00-1:00 PM	LTC TeamSpace
E15 - Getting Up to Speed with Isidore	Monday - 3/16	12:00-1:00 PM	LTC Studio
E16 - Podcasting with iTunes U	Friday - 3/20	12:00-1:00 PM	LTC TeamSpace
E17 - Mastering Isidore: A Hands-on Workshop	Wednesday - 3/25	9:00-11:00 AM	LTC Forum

April			
E18 - Getting Up to Speed with Isidore	Thursday - 4/2	10:00-11:00 AM	LTC TeamSpace
E19 - Mastering Isidore: A Hands-on Workshop	Tuesday - 4/14	1:00-3:00 PM	LTC Studio
E20 - Boosting Student Engagement with Clickers	Friday - 4/17	12:00-1:00 PM	LTC Studio
E21 - Mastering Isidore: A Hands-on Workshop	Wednesday - 4/22	2:00-4:00 PM	LTC Forum

E-Learning Seminar Descriptions

Up and Running with WebCT

Facilitated by Leah Bergman

Users will be led through the steps and uses of each tool in WebCT during this two hour session. The hands-on approach is designed to give users practice in the system so that they're ready to begin building their own site once they walk out of the door.

Mastering Isidore: A Hands-on Workshop

Facilitated by Ryan Allen

Are you ready to take your class online or make the transition from WebCT to Isidore? This two hour hands-on session will introduce users to the new campus learning management system leaving them ready to begin building their own sites with confidence.



Preventing Plagiarism with TurnItIn.com

Facilitated by Leah Bergman

How and why are your students plagiarizing papers? What can a busy instructor like yourself do about it? Come to this informative session and learn some tricks of the trade, prevention strategies, and sign up for Turnitin.com – a simple online plagiarism detection service to which the University of Dayton subscribes. Turnitin can detect the slightest use of plagiarized material by comparing submitted papers with previously submitted papers in its database, the Internet, as well as periodicals and journals.

Podcasting with iTunes U

Facilitated by Leah Bergman

Have you ever heard the word ‘Podcast’ and wondered what it was all about? Are you looking for new way to connect with your students and strengthen their learning experience? iTunes U, a free service hosted by Apple, is designed to easily enable schools to manage and deliver a broad range of portable audio, video, and PDF content to students, faculty, staff, alumni, and the public through the familiar iTunes interface.



Boosting Student Engagement with Clickers

Facilitated by Ryan Allen

No longer must instructors wait until exam day to see how much their students have learned. Student Response Systems (SRS), or “clickers”, are becoming standard equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience.

Getting Up to Speed with Isidore

Facilitated by Ryan Allen and Matt Mize

Come to this informative session and hear about the progress and status of the Isidore Learning Management System. Faculty will hear about the initial reactions from the system’s users and learn what the next steps for migration are.

Tuesdays with Isidore

The E-Learning Lab will lead weekly sessions on specific Isidore tools during the spring 2009 semester. Faculty are welcome to attend any or all of the sessions depending on their interest. The sessions will be hands-on, allowing faculty to both see and experience the toolset. All sessions will be facilitated by Ryan Allen.

If you would like to register for one of these training sessions please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229-3309. Space is limited to 10 faculty members per session and will be filled on a first-come, first-served basis.

TITLE	DATE	TIME	LOCATION
1 - Isidore Introduction (My Workspace and Site Info)	January 27	12:00-1:00 PM 3:00-4:00 PM	LTC Forum LTC TeamSpace
2 - Resources & Syllabus	February 3	12:00-1:00 PM 3:00-4:00 PM	LTC MeetingSpace LTC Forum
3 - Web Content, Schedule, and Announcements	February 10	12:00-1:00 PM 3:00-4:00 PM	LTC MeetingSpace LTC TeamSpace
4 - Assignments	February 17	12:00-1:00 PM 3:00-4:00 PM	LTC Forum LTC Forum
5 - Gradebook	February 24	12:00-1:00 PM 3:00-4:00 PM	LTC Forum LTC TeamSpace
6 - Modules	March 3	12:00-1:00 PM 3:00-4:00 PM	LTC Forum LTC Forum
7 - Tests and Quizzes	March 10	12:00-1:00 PM 3:00-4:00 PM	LTC Forum LTC TeamSpace
8 - Messages, Chat, and News Feeds	March 17	12:00-1:00 PM 3:00-4:00 PM	LTC MeetingSpace LTC Forum
9 - Forums	March 24	12:00-1:00 PM 3:00-4:00 PM	LTC MeetingSpace LTC TeamSpace
10 - Web Content and Chat	March 31	12:00-1:00 PM 3:00-4:00 PM	LTC MeetingSpace LTC Forum



Using Video: It's as easy as 1, 2, 3

John LeComte (LTC, Curriculum Innovation and E-Learning)

Virginia (Ginny) Keen is “counting” on her students to become excellent mathematicians. Many of Keen’s students are early education majors – so she’s also counting on them to become excellent future teachers. Keen has found a new secret to success as far as teaching math concepts is concerned in MTH 204 Mathematical Concepts I. Let the students do it!

Keen, a faculty member in the Department of Mathematics, decided to have her student presentations videotaped so everybody in the class could learn from each other, while developing critical communication skills. Initially, she thought about podcasting but after “adding up” the pros and cons, she changed her mind.

“In math, audio doesn’t provide the level of opportunity for student understanding that I want,” said Keen. “I decided there were enough topics and problems in my math course for each student to videotape a presentation.”



Keen utilized the eMedia lab’s mini studio for the presentations. The students signed-up and arrived at the lab individually for their presentation. Students used a dry erase board to teach a specific concept, such as finding the greatest common factor or using an algorithm method.

After their lesson was videotaped, it was edited and a digital version was placed on UD’s streaming server with links to the video placed on Keen’s WebCT course. There, students could watch all 25 videos – just like studying for an exam.

“I reminded my students that they would find the videos useful for studying for the test. I have evidence that students did this,” said Keen. Since her students are learning to become teachers, watching their math lessons on videotape also helped them with their own teaching skills.

“I’m so excited about this project that I’m writing proposals to fund the purchasing of equipment and doing research on the results of videotaping in terms of student engagement and learning,” said Keen. She anticipates expanding this approach and seeking the support of the National Science Foundation.

To learn more, please register for the Faculty Exchange Series session on April 1, co-hosted by Keen (see page 14).

Video Conferencing in the LTC

The LTC offers faculty and staff the opportunity to utilize two videoconferencing systems for use within the LTC. The most complete system is located in the LTC Forum and is equipped with three cameras and two screens. A smaller system is mounted on a mobile cart that can be used in any LTC room. Both systems feature a Polycom unit for point-to-point (one location to another) video conferencing over the Internet using the standard H.323 protocol.



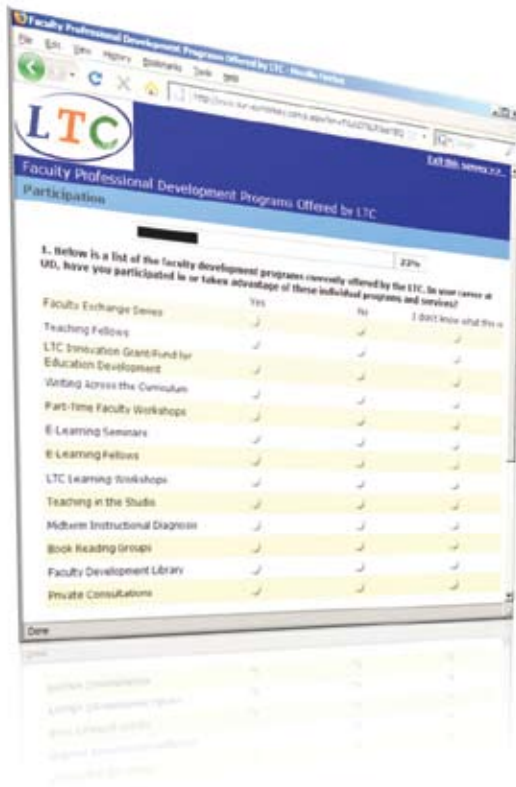
The equipment is provided freely for academic use (course-related) and on a fee-per-use basis for non-academic applications (\$100 per hour for UD-related or \$250 per hour for non-UD-related use).

To schedule the use of the video conferencing equipment, please contact the LTC at LTC@notes.udayton.edu or at 229.4898.

Seeking Faculty Feedback

Early in the spring semester, faculty will be invited to participate in a quick online survey, conducted by the LTC. We would like to ascertain faculty reaction to our professional development programs for faculty. Regardless of how much or how little you have utilized these programs, we are interested in your thoughts and ideas for improvement. Our goal is to ensure we deliver the highest quality programming and services that target and meet faculty needs.

Please watch for email invitations to complete the online survey during early spring.



As an incentive for participation, fifty faculty who complete the survey will be awarded USB Flash Drives (1 GB) through a random drawing.



Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-Media: John LeComte – 229.2676

IT Training: Mary Jo Barrows – 229.5676

E-Learning: Ryan Allen - 229.2233

Student Learning Services: Beth Harrison – 229.3383

Faculty Development & Curriculum Innovation:

David Wright – 229.4604

Steve Wilhoit – 229.5317





SOCHE

Southwestern Ohio Council for Higher Education
Advancing Higher Education Through Cooperation



SOCHE Conferences and Workshops

The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Each year SOCHE hosts a number of conferences and workshops. Faculty wishing to attend these events should contact Lora Butcher about registration details at 229.3309. The SOCHE Web site also contains information about specific events (<http://www.soche.org>).

Higher Education Conference:

"Partnerships in Higher Education: Corporate, Community, and Campus"

Friday, February 27, 2009

Northern Kentucky University

Keynote Address:

Ann Foster, Executive Director of the National Network for Education Renewal will talk about elements of a partnership, including vision, reciprocity, sustainability, funding, governance and the challenges/barriers. She will focus on the partnership itself as opposed to the issues it addresses and provide an overview of the process for developing and sustaining a successful partnership regardless of the size, scope or level.

Faculty Awards Conference: "Preparing Outstanding Future Teachers"

Friday, April 3, 2009

Antioch University McGregor

Wright State University's "Quest for Community"

Friday, April 17, 2009

Wright State University

The Scholar-Practitionership of Engagement

Monday, April 20, 2009

University of Dayton

Library Conference: "The Human Face on Information (technology)"

Wednesday, May 6, 2009

Wright State University

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the fall and spring semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

Please email any comments or questions to:
LTC@notes.udayton.edu.

Designer - Adrienne Niess



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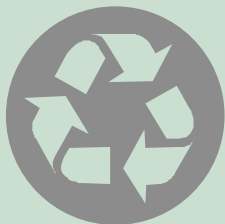
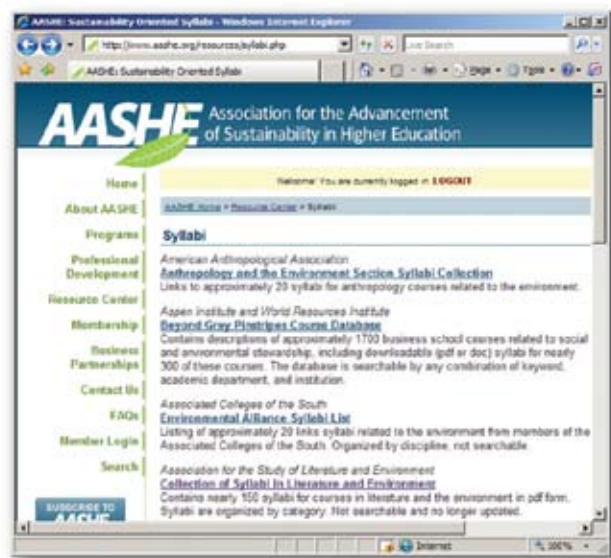
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Learning to Go Green

All members of the UD campus community can now access a huge compilation of information about environmental initiatives at colleges across the country including curricular changes. As part of UD's membership in the Association for the Advancement of Sustainability in Higher Education (AASHE), anyone can use their "udayton.edu" email address to create a login and browse the most comprehensive library of sustainability information available. If you have questions, please do not hesitate to contact Kurt Hoffmann, UD's Environmental Sustainability Manager at 229-3087 (hoffmakd@notes.udayton.edu).

Here's how to create your account:

1. Follow this link: <http://www.aashe.org/members/memberlogin.php>
2. Click "create new account." Use your campus email address as your user name. You will receive a password in the inbox of the email account you used for the user name. Go back to the login page, enter your email in the user name box and type or paste the password that was emailed to you. That should give you access to all of our locked resources. All faculty, staff and students can use their own email address to create login credentials for themselves.



Recycling in the LTC

The LTC is becoming increasingly "Earth-friendly." From recycling of beverage containers to replacing water bottles completely with pitchers and corn-based cups, we hope to continue to look for environmentally-friendly ways to serve the campus learning and teaching needs. This newsletter is printed on paper containing a minimum of 30% post-consumer recycled paper. Where possible we look for ways to distribute electronic media instead of printing. Let us know if you see other ways the LTC can go green!

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